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ABSTRACT

Throughout 1998, the National Education Goal Panel conducted interviews with policymakers in the states that have made top improvement and performance on indicators of progress toward the national education goals. State officials told the story behind the data and what they consider to be the reasons for their success. Their stories are intended to help other states contending with similar issues. The report is divided into nine sections, the first eight of which each represent a national education goal: (1) Ready To Learn; (2) School Completion; (3) Student Achievement; (4) Teacher Education; (5) Mathematics and Science; (6) Adult Literacy; (7) Safe Schools; (8) Parental Participation; and (9) Progress Across the Goals. For each goal, the information includes objectives, an indicator, data on states' performance, lists of highest performing and most-improved states, profiles of two or three top-performing states, and lessons learned. The final section describes similarities in the success of North Carolina and Texas, two states that made the most progress across the goals. Similarities include leadership from the business community, statewide standards and assessments, computerized feedback systems, increased local flexibility with accountability, and a shift in resources to disadvantaged students. Resources for further reading in each of the goals are presented at the end. (JMD)

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PROMISING PRACTICES:
PROGRESS TOWARD THE GOALS

1998

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Lessons
from the States

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PROMISING PRACTICES:
PROGRESS TOWARD THE GOALS
1998

NATIONAL
EDUCATION
GOALS
PANEL

Lessons
from the States

FOREWORD

December 1998

On behalf of the National Education Goals Panel (NEGP), I am pleased to present *Promising Practices: Progress Toward the Goals* as a companion volume to the *1998 National Education Goals Report.* The Panel has selected one indicator for each of eight national education goals and asked these questions: Which states have made the most progress in this area? Which states perform at the highest level? Which states show the most progress across all the goals and indicators? And why?

Throughout 1998 the *NEGP Monthly* conducted interviews with policymakers in the states that have made top improvement and performance on indicators of progress toward the national education goals. *Promising Practices* tells their story. State officials—from governors' offices, legislatures, and state departments of education to those directing especially effective programs—told the story behind the data and what these officials consider to be the reasons for their success. Although officials were sometimes uncertain themselves what accounted for their state's success, the information they shared reflects the thinking of states that have made progress systemwide, either on a specific topic or in education reform in general. Their stories are intended to help other states contending with similar issues.

The Goals Panel believes there are more stories to be told. More attention needs to be paid to what we can learn from the "natural experiment" of state educational reform. As these data show, some states are achieving remarkable statewide improvements. The patterns shown here for North Carolina and Texas provide lessons for us all. State policymakers can use this *Promising Practices* to identify successful states and borrow ideas from the states making the most progress.

Reports of the Goals Panel show how your state performed and what state to benchmark it to. This publication indicates the policy story behind the successes of the best-performing states. We hope this book will help states learn from each other.

Sincerely,

Cecil H. Underwood, Chair (1998)
National Education Goals Panel
and Governor of West Virginia

TITLE II—NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS, AND ASSESSMENTS

PART A—NATIONAL EDUCATION GOALS PANEL

SEC. 203. [20 U.S.C. 5823] DUTIES.

(a) IN GENERAL.—The Goals Panel shall—

(1) report to the President, the Secretary, and the Congress regarding the progress the Nation and the States are making toward achieving the National Education Goals established under title I of this Act, including issuing an annual report;

(2) review voluntary national content standards and voluntary national student performance standards;

(3) report on promising or effective actions being taken at the national, State, and local levels, and in the public and private sectors, to achieve the National Education Goals; and

(4) help build a nationwide, bipartisan consensus for the reforms necessary to achieve the National Education Goals.

Emily Wurtz wrote *Promising Practices: Progress Toward the Goals* on the basis of articles written in 1998 by Barbara Pape in the *NEGP Monthly*, and on the basis of "Exploring the Rapid Achievement Gains in North Carolina and Texas" specially prepared for the Goals Panel by David Grissmer and Ann Flanagan of the Rand Corporation. Christopher Harrington and John Barth made significant contributions to the development of this document. The National Education Goals Panel would like to acknowledge the generous contribution of photographs in this document by the National Education Association, the North Carolina Division of Archives and History (State Capitol), and the Texas Senate Media Service.

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INTRODUCTION

Promising Practices: Progress Toward the Goals uses data from the annual report of the National Education Goals Panel (NEGP) to identify success and uncover the stories behind it. It tells the stories of the states that have performed the best or improved the most on a set of carefully selected indicators. For example, the *1998 Goals Report* shows that six states significantly increased the percentage of two-year-olds who had been fully immunized against preventable childhood diseases, a Goal 1 indicator. *Promising Practices* tells the story about the governor of Missouri sending all new parents a card of personal congratulations that includes a reminder of the immunization schedule for their baby.

Using Statewide Progress to Look for What Works

Every state can learn from those making the most progress. It is said there is no problem in American education that is not already solved in some American school. The pressing need is to discover these success stories and determine how they happened. The data of the National Education Goals Panel can help.

Claims based on these data are not self-declared victories. The Panel, a bipartisan group of governors, state legislators, members of the U.S. Congress, and White House representatives, upon the advice of education experts, selected the best available data as indicators of progress toward the goals. They did not know what those indicators would show from year to year. They did agree that this information is an essential tool in their work to improve education.

Those data show that while national progress may be slow overall, state performance varies, and some states are doing well. Fifteen states have achieved a 90 percent high school completion rate, thus reaching Goal 2, and fifty have increased the number of Advanced Placement (AP) exams receiving a grade of 3 or higher, an indicator to measure Goal 3. Much can be learned from these success stories, if we know where to look and what questions to ask. As a nation, we need to learn how to use these data effectively. *Promising Practices: Progress Toward the Goals* is one attempt to do so.

Where Did These "Promising Practices" Come From?

For each national education goal, one NEGP indicator was chosen. For Goal 1, readiness to learn at the start of school, the indicator was immunization of two-year-olds. For Goal 2, high school completion, it was high school completion rates. For Goal 3, student achievement, it was scores on AP exams. For Goal 4, teacher education, it was a certificate or degree in teachers' main teaching assignment. For Goal 5, math and science achievement, it was 8th grade math achievement. For Goal 6, adult literacy, it was post-secondary enrollment. For Goal 7, safe schools, it was students carrying a weapon at school. For Goal 8, parent participation, it was principals' reports of parent participation.

States that performed well or improved a lot on these indicators were asked how they did it. State officials were interviewed and asked to what they attributed the state's good performance. Officials were sometimes frank to say they were not sure. Nonetheless, they described the policies and programs that in their judgment may account for progress.

Education improvement often occurs in multiple areas at the same time, so the Panel also identified the two states, North Carolina and Texas, that made progress on more NEGP indicators than any other states. In 1997 North Carolina made statistically significant progress on 14 NEGP measures of progress toward the goals, and Texas did so 13. Special case studies were commissioned on education reform in these two states to uncover the stories of

how they achieved success on several fronts and sustained momentum for education reform. Interviews uncovered similarities between the two states: Both developed academic standards, linked the state assessment to the standards, provided computerized test score feedback to schools, built accountability systems with financial rewards and sanctions for results, increased local flexibility, shifted resources to poor schools, and enjoyed strong leadership and hands-on involvement of the business community.

Promising Practices is not comprehensive. Goals Panel data show other states doing equally well; other policies may be as effective as those cited here; and factors not mentioned may one day prove to be the underlying causes of improvement. Too little of the information needed to judge progress is available. While there are some data from national studies, the availability of data that are comparable among the states is woefully inadequate.

Nonetheless, the states described in this book have experienced statewide success, and their practices reflect what state officials believe caused the success. These practices are not isolated programs of excellence, but are strategies applied in states with statewide success on tough measures of education progress. *Promising Practices: Progress Toward the Goals* offers readers food for thought as they develop school improvement efforts in their state or school district.

GOAL 1: READY TO LEARN

By the year 2000, all children in America will start school ready to learn.

Objectives

- All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need.
- Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Indicator

- Immunizations: What states increased the percentage of two-year-olds who have been fully immunized against preventable childhood diseases (based on data from 1994 and 1997)?

Nothing could be more important than the well-being of the very young. Unless society meets the basic needs that enable children to learn, schools will not succeed in their efforts to teach. The National Education Goals Panel seeks a good way to measure whether children start school ready to learn. Early childhood specialists have advised the Panel on the fundamental issue of what it means to be ready to learn. Advisors recommend that "readiness" involves many aspects—from physical health to social and emotional development, language use, and general knowledge—and they note that no current data describe all these aspects of readiness. Until better information is available, the advisors recommend reporting progress toward Goal 1 objectives. For the health objective, the Panel reports whether two-year-olds are up-to-date on their immunizations. For the country as a whole in 1997, 78 percent of two-year-olds had the recommended shots against preventable childhood diseases, including polio and measles. Connecticut and Maine are among the states with the highest performance and Missouri is among the states with the most improvement on this indicator.

GOAL 1: Ready to Learn

Immunizations

Have states[1] increased the percentages of 2-year-olds who have been fully immunized against preventable childhood diseases?

↑	Better	6	states and the U.S.
↔	No Change	45	states
↓	Worse	0	states

Highest-performing states*

States with the highest percentages of fully immunized 2-year-olds:

	(1997)
Connecticut	87%
Maine	87%
Massachusetts	87%
Alabama	86%
Vermont	86%
New Hampshire	85%
Rhode Island	84%
North Dakota	83%
U.S.	*78%*

* *States that had a significantly higher percentage than the U.S. average.*

Most-improved states

States that made the greatest gains in the percentages of fully immunized 2-year-olds:

	(1994)	*(1997)*	*Change*
Michigan	61%	77%	+16
West Virginia	66%	82%	+16
Missouri	64%	78%	+14
Alabama	75%	86%	+11
Illinois	68%	76%	+8

Improvement over time

Between 1994 and 1997, the U.S. and 6 states (out of 51) increased the percentages of 2-year-olds who had been fully immunized against preventable childhood diseases:

1. Alabama
2. Illinois
3. Michigan
4. Missouri
5. Washington
6. West Virginia

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.*

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 1: READY TO LEARN

To increase two-year-olds' immunizations, high-performing and high-improving states have found that grassroots efforts, targeting pockets of need, and developing immunization registries each help raise the number of two-year-olds who are up-to-date in their shots.

Connecticut

In 1997, Connecticut had 87 percent of its two-year-olds immunized, making it among the highest-performing states in the nation on this indicator.

Vincent Sacco, supervisor of the immunization program at the Connecticut Department of Public Health, attributed this success to a targeted outreach and referral program. Connecticut used federal funds available through the 1993 Childhood Immunization Initiative Act to develop infrastructure in 12 municipalities deemed high risk. The funds allowed the state to develop local infrastructure and to make vaccines available free of charge to all children in the state. Staff traveled to local communities to perform outreach and referral, expand immunization clinics, and conduct immunization assessments of both public and private providers. Aggressive immunization campaigns arose in local areas, led by local advisory committees. Sacco attributes the increase in immunizations to this grassroots effort that pulled in the local community and tapped related networks.

Sacco also points to a 1994 state law that gave the commissioner of the Department of Public Health the authority to establish an immunization registry and that requires providers to report immunization information to the state registry. Sacco estimates that an enhanced registry will be operational by the end of 1998.

Maine

In 1994, 82 percent of Maine's two-year-olds were immunized. State and local efforts helped increase that figure to 87 percent in 1997. Dora Anne Mills, director of the Maine Bureau of Health and the state health officer, says that four years ago, field staff from the Bureau's immunization office embarked on an intensive statewide survey of medical charts housed in the offices of health care providers who provided childhood immunizations. The field staff would spend several days in the physicians' offices reviewing sample surveys of medical charts and offering tips on how health care providers could flag the charts of patients who may be at risk of missing a shot. They typically targeted families who missed previous appointments or were on Medicaid.

The Bureau also engaged in a marketing campaign, using funds from the Centers for Disease Control. Public service ads were placed on popular afternoon television programs to reach at-home caregivers. A one-time reminder to immunize was sent with bills from several power companies.

A less labor-intensive technique, according to Mills, is an immunization registry. According to Mills, Maine's registry will be unique in several respects. First, it will offer services to all health care providers, including private practitioners, who work with childhood vaccines. Currently, most state registries are provided only to public clinics and other public health facilities. Maine's registry, working in partnership with New Hampshire, will also be the first multistate registry. And it will be the first Web-based registry. The program, called ImPact, contains insurance data and electronic birth certificates. Besides keeping a complete record on childhood immunizations and installing a remind-recall system for physicians, the website will allow physicians to order and ship vaccines,

and provide two-way communication between physicians and the Department of Health. The registry will be made available to emergency rooms and is expected to be fully operational by fall 1998.

Missouri

Missouri is among the states with the greatest increase in the percentage of two-years-olds immunized. In 1994, only 64 percent of the state's two-year-olds were immunized, but this figure jumped 14 percentage points to 78 percent by 1997.

Led by the Kansas City–based Partnership for Children, the governor in 1995 agreed to send every parent of a newborn child in Missouri a congratulatory card with an immunization reminder. The Partnership asked the Hallmark greeting card company to design and print the card with a personal message from the governor and his wife. The card program has been a booming success. "This program has had the most consistent response of any program we've done," said Bryan Norman, director of Strategic Planning, Policy, and Special Projects at the Missouri Department of Health.

"The partnership of Hallmark, the governor and First Lady, and the Health Department demonstrates that childhood immunizations are most effectively carried out through public-private partnerships," said Maureen Dempsey, director of the Missouri Department of Health and former head of the state's immunization program. "This direct communication from Hallmark and the governor has helped us reach neighborhoods where prior immunization attempts have failed."

Lessons Learned

- Every encounter between a health care provider and a child is an opportunity that should be seized to update immunizations—either in routine or emergency visits.
- An immunization registry accessible via the Internet can help centralize records and inform potential providers what shots a child currently needs.
- Grassroots endeavors of public-private partnerships or state outreach to educate parents and health care providers can improve immunization rates dramatically.

For more information...

Visit the Goals Panel website at www.negp.gov/issues/issu/monthly/feb3-98.htm.

Connecticut

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Maine

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GOAL 2: SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives

- The nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent.
- The gap in high school graduation rates between American students from minority backgrounds and their nonminority counterparts will be eliminated.

Indicator

- High school completion: What states increased the percentage of 18- to 24-year-olds who have a high school credential (based on data from 1990 and 1996)?

High school completion has become a must for students hoping to find a job and prosper in the information-based economy. Both the credential and the knowledge and skills it represents increase a student's chances for a successful adult life. To measure progress toward Goal 2, increasing the high school completion rate to at least 90 percent, the National Education Goals Panel reports the combined number of students with a high school diploma and those earning an alternative credential. In 1997, 86 percent of 18- to 24-year-olds nationwide had a high school credential, and 15 states met the goal of having a 90 percent or higher state completion rate. Those 15 states were Connecticut, Hawaii, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New York, Utah, Virginia, West Virginia, and Wisconsin. Maryland is among both the highest performing and most improved states; Nebraska is among the states that have already met Goal 2; and Tennessee is one of the most improved states.

GOAL 2: School Completion

High School Completion Rates

Have states' increased the percentages of 18- to 24-year-olds who have a high school credential?

↑	Better	10	states
↔	No Change	37	states and the U.S.
↓	Worse	4	states

Achieved the Goal

Goal 2 states that by the year 2000 the high school graduation rate will increase to at least 90%. In 1996, 18- to 24-year-olds in 15 (out of 51) states had already achieved a 90% high school completion rate:

1. Connecticut
2. Hawaii
3. Kansas
4. Maine
5. Maryland
6. Massachusetts
7. Michigan
8. Minnesota
9. Nebraska
10. New Hampshire
11. New York
12. Utah
13. Virginia
14. West Virginia
15. Wisconsin

Improvement over time

Between 1990 and 1996, 10 states (out of 51) increased the percentages of 18- to 24-year-olds who have a high school credential:

1. California
2. Connecticut
3. Illinois
4. Maryland
5. Michigan
6. New York
7. North Carolina
8. South Carolina
9. Tennessee
10. West Virginia

Highest-performing states*

States with the highest percentages of 18- to 24-year-olds with a high school credential

	(1996)		(1996)
Maryland	95%	West Virginia	91%
Connecticut	94%	Maine	90%
New York	94%	Michigan	90%
Hawaii	93%	Wisconsin	90%
Kansas	92%	Illinois	89%
Minnesota	92%	Ohio	89%
Massachusetts	91%	Pennsylvania	88%
New Hampshire	91%	*U.S.*	*86%*
Utah	91%		

** States that had a significantly higher percentage than the U.S. average.*

Most-Improved states

States that made the greatest gains in the percentages of 18- to 24-year-olds with a high school credential:

	(1990)	(1996)	Change*
Maryland	87%	95%	+8
Tennessee	77%	84%	+8
West Virginia	83%	91%	+8
South Carolina	83%	89%	+7
New York	88%	94%	+6
North Carolina	83%	89%	+6

**Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 2: SCHOOL COMPLETION

Maryland

Maryland increased its high school completion rate from 87 percent in 1990 to 95 percent in 1996, making it both one of the highest performing and one of ten most-improved states on this indicator. Ron Peiffer, assistant state superintendent, believes a combination of new programs—many of them aimed at raising academic standards—had a "positive influence on our high school completion rate."

First, the Maryland School Performance Program is a statewide school reform and accountability program that requires dropout data to be reported. School improvement teams at each school examine state and local student performance data to develop school improvement plans. Annual progress data are issued as "report cards" for the state, local systems, and individual schools. Each school and school system must report to the public and the legislature on school attendance and dropout rates, as well as testing scores and other data, creating effective incentives for local improvement efforts.

Then, Maryland's Tomorrow Program targets assistance to students who might not otherwise graduate. It gives year-round, multiyear supplemental instruction, student support, case management, and enrichment to more than 7,000 at-risk youth. The program focuses on school-to-work transition for high school youth and academic support to stabilize student behaviors in middle school that interfere with learning. Family and community support are also provided.

In addition, "Tech Prep" is a set of grade 9–12 courses that help prepare students for post-secondary technical study and entry-level careers. Technical courses are combined with academic courses emphasizing math, science, and technology. After high school, students continue technical training at community colleges, in apprenticeships, or at private career schools. Among other programs that Peiffer thinks encourage students to complete high school are those focused on careers, teen pregnancy prevention, bilingual education, the General Education Development (GED) testing program, adult diploma programs, and evening high schools.

Nebraska

Nebraska was a high performer in 1990, with a 91 percent high school completion rate, and maintained that performance in 1996 with 92 percent. Ann Masters, with the Nebraska Department of Education, believes that the "solid family structure" of rural Nebraska encourages school completion among its students. She emphasizes that while school completion programs are under local control in Nebraska, school districts that apply for state lottery money or Goals 2000 funds must submit a school improvement plan addressing high school completion rates.

Lincoln, Nebraska, for example, has four large high schools that offer a school-within-a-school program for students at risk of leaving school. Dr. Marilyn Moore, associate superintendent for instruction, reports that the school-within-a-school program keeps 80 students with four teachers throughout high school. "The schools create smaller opportunities within the larger high school," she explained. Faculty provide smaller classes with a rich curriculum clearly connected to the community and the world of work. Personalized attention and parent involvement are emphasized. There are many varied after-school programs with teachers and mentors.

Lincoln operates other programs as well, including an alternative high school that serves about 140 students. A district mentoring program links 7th and 8th grade students with community adults and requires student participation in community out-

reach activities. Moore also praised a teenaged parents program as "phenomenally successful"; nearly 100 percent of participants graduated. The teen parents are required to take a course on caring for children and spend one period a day in the child care center learning to care for their own baby. "We know that five years from now, these babies will be our kindergartners," says Moore.

Tennessee

Tennessee is one of ten most-improved states and has raised high school completion rates from 77 percent in 1990 to 84 percent in 1996. Scott Owens, then a school accountability and attendance administrator with the Tennessee Department of Education, attributed this success to improved tracking and state incentives for local schools to reduce the dropout rate.

Tennessee's 21st Century School Program provides incentive awards for local schools cited for "superior performance" on specified accountability measures, including lowering their dropout rate. Schools with a dropout rate of less than 10 percent for grades 9–12 are considered for nomination to the incentive program. The state's Department of Education calculates the dropout rates for each school nominated using data submitted by the local school. Schools that meet or exceed all the standards, including the dropout rate, are eligible to share a monetary award of $500,000, authorized by the state legislature. The incentive program is part of the state's 1992 Education Improvement Act.

Tennessee also revokes the driver's license of any student 15 years of age or older who withdraws from school. By law, students under 18 who apply for a license must prove that they are students or have finished high school or the equivalent.

Lessons Learned

- States believe that multiple programs targeted early to students at risk of dropping out should be offered. Efforts to raise standards of student achievement have not to date increased school dropout rates.
- Students stay in schools that offer personal connections with caring adults, connections made possible in school-within-a-school programs, and with adults involved in community activities.
- Local districts need to collect, disaggregate, report, and publicize school data on dropouts so they can appropriately target programs, especially for Hispanic students.

For more information...

Visit the Goals Panel's website at www.negp.gov/issues/issu/monthly/jul10-98.htm.

Maryland

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GOAL 3: STUDENT ACHIEVEMENT

By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our nation's modern economy.

Objectives

- The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole.
- The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.
- All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility.
- All students will have access to physical education and health education to ensure they are healthy and fit.
- The percentage of all students who are competent in more than one language will substantially increase.
- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Indicator

- Advanced Placement performance: What states increased the number of Advanced Placement examinations (per 1,000 11th and 12th graders) receiving a grade of 3 or higher (based on data from 1991 and 1998)? *[See also Goal 5 for data on mathematics achievement, pp. 24–27, and section on North Carolina and Texas, pp. 40–43.]*

GOAL 3: Student Achievement

Advanced Placement Performance

Have states[1] increased the number of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders)?

↑	Better	50	states and the U.S.
↔	No Change	0	states
↓	Worse	1	state

Improvement over time

Between 1991 and 1998, the U.S. and 50 states (out of 51) significantly increased the numbers of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders).

Highest-performing states*

States with the highest numbers of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders):

	(1998)
District of Columbia	235
New York	152
Virginia	149
Connecticut	144
Utah	139
U.S.	*88*

**Top 11 states*

Most-improved states

States that made the greatest gains in the numbers of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders):

	(1991)	*(1998)*	*Change*
Connecticut	83	144	+60 *
District of Columbia	177	235	+58
New Jersey	81	135	+55 *
New York	97	152	+54 *
Massachusetts	82	136	+53 *

**Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

Raising student academic achievement is the central goal of education reform. Schools provide students the knowledge and skills they will need in an economy that will demand higher levels of literacy from all workers. The Goals Panel measures student mastery of challenging subject matter on tests that are common among the states and focused on assessing challenging levels of the subjects taught. The Advanced Placement (AP) exam is such a test. Established to allow high school students anywhere to earn college credit, a grade of 3 on an AP exam is a uniform measure across states. The test measures a challenging level of knowledge that is provided in courses in an ever-growing number of high schools across the country. While traditionally taken by college-bound students, the exams are increasingly accessible to all high school students willing to work hard to master challenging subject matter. Between 1991 and 1998, 50 states and the District of Columbia increased the number of AP exams receiving a grade of 3 or higher per 1,000 11th and 12th graders. Massachusetts and New Jersey were among the states making the greatest improvement, and Utah was one of the states with the highest proportion of AP exams receiving a grade of at least 3.

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.*

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 3: STUDENT ACHIEVEMENT

The AP Program began as an effort to make college-level instruction and credit available to high school students planning to go to college. Now rigorous academic standards and post-secondary education are considered important for many more students. The AP Program has grown in all states accordingly. While local districts determine whether to offer AP courses and which students may take them, top-performing states encourage participation and provide funding to subsidize test costs for students and teacher-training costs for schools.

Massachusetts

Massachusetts was one of the most improved states on this indicator. A state grant program, part of the 1993 Education Reform Act, provides dollars to school districts to start AP courses. AP receives about $500,000 in the incentive-grant program, coupled with about $440,000 that is available for gifted and talented grants, explained Nick Fischer, then associate commissioner for finance and accountability for the Massachusetts Department of Education. It "depends on the districts how AP and gifted and talented are connected," he said. In November 1997 the state Board of Education decided to award students who earn a 4 or better on two or more AP exams with a Certificate of Mastery. Certificates of Mastery also could be dispensed to students who successfully pass an International Baccalaureate program or students who score at a certain percentile on scholastic achievement tests.

New Jersey

New Jersey is among the most improved states in increasing the number of AP exams taken with scores high enough to be eligible for college credit. New Jersey officials are especially proud that despite steady increases in AP participation rates, the mean score of New Jersey students has remained relatively constant. "In combination, the increased student participation in the rigorous AP Program and the sustained levels of success should be viewed as indicative of educational improvement," said Ellen Schechter, assistant commissioner in the New Jersey Department of Education. Schechter also notes that 85 percent of all secondary schools in the state participate in the AP Program, compared to the nation's average rate of 53 percent school participation. Local school districts establish the criteria for who can enroll in AP classes, but Schechter says there has been "much effort of late...to increase the number of AP courses" in 28 of the state's most impoverished districts.

Utah

Utah has among the highest rates (139 per 1,000 11th and 12th graders) of AP exams with scores of 3 or better. Much of Utah's success in getting students to take and pass the AP exams rests on a 1984 law that provides financial incentives to schools with the highest number of students passing AP exams with scores of 3 or better each year. Most schools use the funds to provide teacher training and purchase classroom materials.

Lessons Learned

States can stimulate significant increases in the number of students earning college credit and mastering challenging subject matter by

- underwriting all or part of student test fees to take AP exams,
- providing teacher training for those preparing to teach an AP course, and
- encouraging or requiring all high schools to offer AP classes.

For more information...

Visit the Goals Panel's website at www.negp.gov/issues/issu/monthly/mar3-98.htm.

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GOAL 4: TEACHER EDUCATION

By the year 2000, the nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives

- All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.
- All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies.
- States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented workforce of professional educators to teach challenging subject matter.
- Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

Indicator

- Teacher preparation: What states increased teacher preparation, as measured by the percentage of public secondary school teachers who hold
  - an undergraduate or graduate degree in their main teaching assignment
  - a teaching certificate in their main teaching assignment (based on data from 1991 and 1994)?

Good teaching is the central ingredient in a good education. Good teacher education and professional development are central ingredients in developing good teaching. But capable individuals with excellent training may not do well if assigned to teach an area for which they were not trained. Therefore the Goals Panel reports two indicators: the rates at which teachers are assigned to teach in an area for which they have a degree, and the rates at which teachers are assigned to teach in an area for which they have a certificate. Unfortunately, eight states and the U.S. average have declined on each of these measures, and one state more declined on both. No state improved the percentage of teachers with a degree in their main teaching assignment, and only Oklahoma increased the percentage of teachers with a certificate in the subject they teach. In many areas where student population is increasing, especially if attempts are made to lower class size, pressure is mounting to lower the standards for the training of those assigned to teach. Officials from Oklahoma describe the legislation they think encouraged the improvement they made, and officials from Minnesota tell why they believe they have the highest rate of teachers with degrees in the subject they are assigned to teach.

GOAL 4: Teacher Education

Teacher Preparation

■ Academic Degrees

Have states' increased the percentages of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment?

↑	Better	0	states
↔	No Change	42	states
↓	Worse	9	states and the U.S.

Highest-performing states*

States with the highest percentages of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment:

	(1994)
Minnesota	81%
North Dakota	76%
Rhode Island	76%
Nebraska	75%
New York	75%
Connecticut	74%
District of Columbia	73%
Vermont	73%
Illinois	72%
Maryland	72%
Massachusetts	72%
Pennsylvania	72%
Wyoming	72%
New Hampshire	71%
Indiana	70%
Iowa	70%
U.S.	*63%*

** States that had a significantly higher percentage than the U.S. average.*

Improvement over time

Between 1991 and 1994, no state (out of 51) significantly increased the percentage of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment.

Most-improved states

States that made the greatest gains in the percentages of public secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment:

No state made a significant improvement between 1991 and 1994.

Teacher Preparation

■ Teaching Certificates

Have states' increased the percentages of public secondary school teachers who hold a teaching certificate in their main teaching assignment?

↑	Better	1	states
↔	No Change	41	states
↓	Worse	9	states and the U.S.

Highest-performing states*

States with the highest percentages of public secondary school teachers who hold a teaching certificate in their main teaching assignment:

	(1994)		(1994)
North Dakota	100%	Tennessee	98%
Rhode Island	100%	Vermont	98%
Connecticut	99%	Arkansas	97%
Kansas	99%	New Jersey	97%
Michigan	99%	North Carolina	97%
Nebraska	99%	Ohio	97%
Oklahoma	99%	Oregon	97%
Pennsylvania	99%	Utah	97%
West Virginia	99%	Wisconsin	97%
Wyoming	99%	Alabama	96%
Indiana	98%	Idaho	96%
Iowa	98%	Illinois	96%
Minnesota	98%	Mississippi	96%
Missouri	98%	New Hampshire	96%
Montana	98%	New Mexico	96%
Nevada	98%	Texas	96%
South Dakota	98%	Arizona	95%
		U.S.	*93%*

** States that had a significantly higher percentage than the U.S. average.*

Improvement over time

Between 1991 and 1994, 1 state (out of 51) significantly increased the percentage of public secondary school teachers who hold a teaching certificate in their main teaching assignment:

1. Oklahoma (1991) 98% (1994) 99% Change +1

Most-improved states

States that made the greatest gains in the percentages of public secondary school teachers who hold a teaching certificate in their main teaching assignment:

1. Oklahoma

' The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 4: TEACHER EDUCATION

National attention is being focused on the importance of teacher qualifications. The report of the National Commission on Teaching and America's Future and the surprising results of state efforts to test teachers have heightened interest in this subject. The Goals Panel in 1998 urged top state policymakers to support good professional development as a linchpin of efforts to raise academic standards in schools. Yet data show that nationally in 1994 just 63 percent of public secondary school teachers held an undergraduate or graduate degree in their main teaching assignment, and just 93 percent had a certificate in their main teaching assignment.

Oklahoma

Oklahoma was the only state to improve the percentage of public secondary school teachers with a certificate in their main teaching assignment. Dr. Floyd Coppedge, Oklahoma's secretary of education, attributes the improvement to a paradigm shift. Led by the state legislature, state officials realized that there needed to be a "competency-based approach to teacher training, rather than a system driven by credit hours and courses," he said.

The catalyst, he says, was a 1991 report issued by the legislature's Task Force on Teacher Preparation, *Preparing Teachers for the Twenty-First Century*. The report called for systemic reform of teacher preparation and resulted in the passage of HB 2246, which created the Oklahoma Commission for Teacher Preparation (OCTP) in 1992. In 1994, a second report, *Report on Educator Preparation and Professional Development*, made key recommendations regarding recruitment, retention, and reentry; preservice teacher preparation; in-service teacher professional development; administrator preparation; licensure and certification; trailblazer schools and a model learning program; assessment; and career education.

Coppedge pointed out that in 1995, the legislature passed HB 1549, a law that made OCTP accreditation of teacher preparation programs contingent upon the program being competency based. Approval of institutional plans is based on standards of the National Council for the Accreditation of Teacher Education (NCATE), the recommendations in the Commission's *Report on Educator Preparation and Professional Development*, and other standards established by the OCTP. Oklahoma is the first NCATE state partnership to have a majority of its state-reviewed teacher education programs designated for "national recognition" by NCATE.

The law also required development of a new competency-based state assessment for teachers. The new assessment includes a test of general knowledge, which includes sections on math, science, social studies, and literature; an assessment of professional education, which includes topics such as child development and learning styles; and a subject matter test, explained Royle Vagle, OCTP's executive director.

Minnesota

No state in the nation has a higher percentage of public secondary school teachers who hold a degree in their main teaching assignment than Minnesota, at 81 percent. Other states have as few as 50 percent of their high school teachers with a degree in the area they teach. No state has made statistically significant improvement, and nine states have declined in the percentage of public high school teachers with a degree in what they teach.

In Minnesota, licensing regulations have stipulated since the early 1970s that teachers must have a major in their field, according to Dr. Judy Wain, director of the Minnesota Board of Teaching. Regulations state that "a secondary school classroom teaching license shall qualify the holder to teach in

any secondary school those subjects or field in which a college major has been completed."

In assignments that are half time or less during the school day, teachers can gain a license if they have a minor in the field they are teaching. However, all secondary school teachers licensed to teach after 1966, who had completed a minor in the subject or field in which they were teaching, had to acquire the "minimum established by the Board of Teaching for major preparation in order to continue to be licensed to teach in the subject or field." According to the regulations, this had to be done within seven years of initial licensure.

Don Krukow, director of educational licensing for the Minnesota Department of Children, Families, and Learning, reflects that, beyond regulations, "it has been a pervasive value of the people in the upper Midwest that they place a high value on education—from early childhood to post-secondary and adult learning. It stands to reason, then, that with all the focus and energy going into educating the young, when these students grow older [and enter the teaching profession] they bring with them that passion for learning and discovery."

Minnesota, like Oklahoma, is beginning to move in a new direction for teacher training by "revising all licensure rules for what teachers should know and be able to do," according to Wain. The state has adopted principles of the Interstate New Teacher Assessment and Support Consortium, which call for a common core of knowledge and skills for all beginning teachers as the foundation for all teaching licenses. The new teacher standards also relate to graduation standards for students. Wain holds that the shift to a standards-driven model of training and professional development will only underscore the need for teachers to earn a major in their field of teaching.

Lessons Learned

- Regulations requiring teachers to have a degree or certificate in the area of their main teaching assignment may be useful but they are not sufficient measures.
- Universities and state officials are attempting to redesign teacher preparation and accreditation to make them increasingly based on teachers' knowledge and competency.
- Existing shortages of qualified teachers and increasing numbers of students are likely to make even modest progress on these indicators difficult.

For more information...

Visit the Goals Panel's website at www.negp.gov/issues/issu/monthly/may28-98.htm.

Oklahoma

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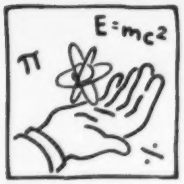

GOAL 5: MATHEMATICS AND SCIENCE

By the year 2000, United States students will be first in the world in mathematics and science achievement.

Objectives

- Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent.
- The number of United States undergraduates and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Indicator

- Mathematics achievement: What states increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in grade 4 (based on data from 1992 and 1996) and grade 8 (based on data from 1990 and 1996)? [*See also section on North Carolina and Texas, pp. 40–43.*]

Americans increasingly want to benchmark their performance to the best in the world. In business, international benchmarking is understood to be an essential tool to be economically competitive. In education, especially in science and mathematics education, comparing U.S. performance to that of other countries is seen as important. The findings of the Third International Mathematics and Science Study (TIMSS) provided such information. In October 1998 the Goals Panel issued *Mathematics and Science Achievement State by State, 1998*, which showed the improvement of each state over time, how it compares to other states and countries, and how subgroups within the state perform in mathematics and science on the National Assessment of Educational Progress (NAEP). The Panel reports results in terms of the percentage of students in each state reaching the two highest levels of achievement on NAEP. Among the top-improving and top-performing of the states are Connecticut, Texas, and Wisconsin, who tell what they think may account for their success. Related information on NAEP math achievement in North Carolina and Texas is on pages 40–43.

GOAL 5: Mathematics and Science

Mathematics Achievement—8th grade

The National Education Goals Panel has set its performance standard at the two highest levels of achievement—Proficient or Advanced—on the National Assessment of Educational Progress (NAEP). Have states' increased the percentages of public school 8th graders who meet the Goals Panel's performance standard in mathematics?

↑	Better	27	states and the U.S.
↔	No Change	19	states
↓	Worse	0	states

Improvement over time

Between 1990 and 1996, the U.S. and 27 states (out of 46) significantly increased the percentages of public school 8th graders who met the Goals Panel's performance standard in mathematics:

1. Arizona
2. Arkansas
3. California
4. Colorado
5. Connecticut
6. Delaware
7. Florida
8. Hawaii
9. Indiana
10. Iowa
11. Kentucky
12. Maryland
13. Michigan
14. Minnesota
15. Montana
16. Nebraska
17. New Hampshire*
18. New Mexico
19. New York
20. North Carolina
21. North Dakota
22. Oregon
23. Rhode Island
24. Texas
25. West Virginia
26. Wisconsin
27. Wyoming

** Data for New Hampshire were collected in 1990 and 1992.*

Highest-performing states

States with the highest percentages of public school 8th graders who met the Goals Panel's performance standard in mathematics:

	(1996)
Minnesota	34%
North Dakota	33%
Montana	32%
Wisconsin	32%
Connecticut	31%
Iowa	31%
Maine	31%
Nebraska	31%
Alaska	30%
U.S.	*24%*

** States that had a significantly higher percentage than the U.S. average.*

Science achievement

On the basis of a study linking state NAEP results to TIMSS in 8th grade science, 14 states would be expected to perform as well as or better than 40 out of 41 nations, including Canada, England, France, Germany, Hong Kong, Japan, Korea, and the Russian Federation. Only Singapore would be expected to outperform the following states:

1. Colorado
2. Connecticut
3. Iowa
4. Maine
5. Massachusetts
6. Minnesota
7. Montana
8. Nebraska
9. North Dakota
10. Oregon
11. Utah
12. Vermont
13. Wisconsin
14. Wyoming

Most-improved states

States that made the greatest gains in the percentages of public school 8th graders who met the Goals Panel's performance standard in mathematics:

	(1990)	*(1996)*	*Change*
Michigan	16%	28%	+12
Minnesota	23%	34%	+11
North Carolina	9%	20%	+11
Connecticut	22%	31%	+9
Wisconsin	23%	32%	+9

The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 5: MATHEMATICS AND SCIENCE

Performing well in mathematics and science is often seen as a key to economic as well as educational success. It is therefore of fundamental importance that 27 states significantly improved the performance of 8th graders in mathematics on the National Assessment of Educational Progress (NAEP), and performance in no state declined significantly. Connecticut and Wisconsin are among nine highest-performing states that scored significantly higher than the U.S. average; these states and Texas are among the 11 most-improved states in student math achievement.

Connecticut

Connecticut is both a high-performing state and a most-improved state in student math achievement. Steve Leinwand, the state's math consultant, indicates that the average wealth of Connecticut residents and high teacher salaries set the stage for improving student achievement. "However, community and parental involvement, more rigorous texts, and a systemwide coherence in the teaching of math are also critical factors for student achievement in the state," said Leinwand.

Math curriculum and assessments are aligned in Connecticut. Leinwand explained that "it doesn't work" when the state test does not support the curriculum, and when teachers are not provided with professional development opportunities aligned with student standards. Leinwand praised Connecticut's Project to Increase Mastery of Math and Science (PIMMS) as the "premier" professional and leadership development program that has trained whole cadres of elementary, middle, and high school teachers. The project, housed at Wesleyan College and in operation since 1983, sponsors an intense four-week program for teachers, who learn to be math and science trainers in their school district. "This teacher-training model strongly promotes student achievement in math," noted Leinwand.

Dan Nolan, PIMMS director, explained that content for the teacher-training sessions is derived from looking at student needs demonstrated on the Connecticut Mastery Test. For example, low-performing students did not score well on questions that involved number and operation sense. PIMMS therefore designed a training session to help teachers better teach these concepts to their students.

Texas

Texas demographics are diverse. One-third of the state's school children qualify for Title I, many are immigrants with limited English, and the state has the fourth highest percentage of school-aged children living in poverty. Nevertheless, the state's fourth-grade students improved more than those in any other state on the NAEP math exam.

High-stakes testing and a tough accountability system are thought to have helped boost student test scores in the state. "Texas has been in the accountability business for a long time," explained Margaret La Montagne, the governor's senior education advisor. In 1990, the Texas Education Agency (TEA) adopted the Texas Assessment of Academic Skills (TAAS), a series of annual tests in reading, writing, and math. Students in grades 3 through 8 and grade 10 take the exams. Schools are rated based on the percentage of their students passing the TAAS, along with data on the schools' dropout and attendance rates.

School test results are ranked into one of four categories: exemplary, recognized, acceptable, and low-performing. To achieve an exemplary rating, at least 90 percent of total students and students in designated ethnic and racial groups must pass each section of the TAAS. A recognized rating means that at least 80 percent of total students and students in each group must pass each section of the TAAS.

While state rewards and sanctions are based on a school's ranking, the true weight of the accountability system lies in the public report of the ratings. Each year the TEA releases the ratings at a press conference, and the names of the schools with their ranking are published in the state's major newspapers and on the Internet. Public pressure is intense to improve student achievement based on TAAS scores. La Montagne also points to rigorous state standards, alignment of the standards with TAAS, and the rewards and sanctions associated with the public report cards on each school's performance.

Wisconsin

John Fortier, assistant superintendent for instructional services at the Wisconsin Department of Education, points to an intense focus on teacher training and a statewide math assessment as two factors that may have contributed to Wisconsin's high performance in math. The Wisconsin Academy Staff Development Initiative, a statewide set of intensive teacher-training academies in math and science, began with business support in 1988. The academies offer intensive staff development programs in math, science, and education technology with a one-week, 30-hour math seminar, with simultaneous work in science and technology. According to Julie Stafford, project director of the Initiative, teachers review the state's math and science standards for students; then they study the curriculum and ways to teach it in their specific area. Stafford said most teachers know little about the state standards when they come, but plenty when they leave. The teachers make presentations to other teachers in their own schools, demonstrating classroom strategies to teach the standards-based curriculum. Stafford said the state's new performance assessment is aligned with the same student standards.

Lessons Learned

- Provide state assessments and teacher training aligned with student achievement standards and a curriculum in math and science.
- Make information about student achievement public and report scores for specific subgroups (not just averages) within the state. Set consequences for these reports.
- Enlist the support of the business community in working with educators and demonstrating the practical importance of math and science.

For more information...

Visit the Goals Panel's website at www.negp.gov/issues/issu/monthly/apr27-98.htm.

Connecticut

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GOAL 6: ADULT LITERACY

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially.
- The proportion of qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.
- Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent-training, and lifelong learning opportunities to improve the ties between home and school and enhance parents' work and home lives.

Indicator

- Participation in higher education: What states increased the percentage of high school graduates in the state who immediately enroll in two- or four-year colleges in any state (based on data from 1992 and 1996)?

A good education prepares students with knowledge and skills to help them succeed as adults, thereby serving as society's pipeline for literate adults. People increasingly believe that success will require not only higher levels of achievement in elementary and secondary school, but continued study and training after high school. The Goals Panel reports the percentage of high school graduates who immediately enroll in two- or four-year colleges as one indicator of progress toward Goal 6, adult literacy, and lifelong learning. While states vary in their performance on this indicator, the rate of immediate post-secondary enrollment has risen significantly in 39 states in recent years, as the experiences of Georgia, Florida, and Mississippi will illustrate.

GOAL 6: Adult Literacy

Participation in Higher Education

Have states[1] increased the percentages of high school graduates who immediately enroll in 2- or 4-year colleges in any state?

↑	Better	39	states
↔	No Change	1	state
↓	Worse	11	states

Improvement over time

Between 1992 and 1997, 39 states (out of 51) significantly increased the percentages of high school graduates who immediately enrolled in 2- or 4-year colleges in any state:

1. Alabama
2. Alaska
3. Arizona
4. Arkansas
5. California
6. Colorado
7. Connecticut
8. Delaware
9. District of Columbia
10. Florida
11. Georgia
12. Hawaii
13. Indiana
14. Kansas
15. Kentucky
16. Maine
17. Maryland
18. Massachusetts
19. Michigan
20. Minnesota
21. Mississippi
22. Missouri
23. Montana
24. Nevada
25. New Hampshire
26. New Jersey
27. New Mexico
28. New York
29. North Carolina
30. North Dakota
31. Ohio
32. Pennsylvania
33. Rhode Island
34. South Carolina
35. Tennessee
36. Texas
37. Virginia
38. West Virginia
39. Wyoming

Highest-performing states*

States with the highest percentages of high school graduates who immediately enrolled in 2- or 4-year colleges in any state:

	(1996)
Massachusetts	73%
New York	71%
North Dakota	71%
Delaware	67%
California	66%
Rhode Island	66%

Indicators are not the same at the national and state levels.

* *Top 6 states*

Most-improved states

States that made the greatest gains in the percentages of high school graduates who immediately enrolled in 2- or 4-year colleges in any state:

	(1992)	(1996)	Change*
District of Columbia	33%	58%	+25
California	50%	66%	+16
South Carolina	43%	59%	+16
Massachusetts	60%	73%	+14
Delaware	57%	67%	+10

**Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.*

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 6: ADULT LITERACY

The 1990s have seen a significant increase in the number and proportion of students continuing their education after high school due, many think, to new sources of financial support. Georgia, Florida, and Mississippi are leaders among the states that have recently provided additional scholarship help to students who maintain acceptable grades in college.

Georgia

Sue Sloop, a staff member of the Board of Regents of the University System of Georgia, reports that both absolute numbers of students and the proportion of high school graduates enrolling in college have increased in Georgia—from 54 percent of high school graduates in 1992 to 56 percent in 1996, according to the Goals Panel data. Sloop points out a 25 percent increase in community college enrollment alone from 1990 to 1994.

Many attribute Georgia's increase in post-secondary enrollment to a new scholarship program passed in 1993. HOPE scholarships are awarded to any Georgia high school student who earned at least a B average. They provide free tuition to any one of the state's colleges or universities. Ninety-seven percent of this year's in-state freshmen at the University of Georgia and at Georgia Tech are said to pay no tuition or fees because of HOPE. So far, the program has served more than 250,000 students. The program, which costs about $200 million per year, is funded entirely through the state's lottery.

The program was amended in 1995 to offer a "second chance at HOPE." Under this provision, students who fall below a 3.0 grade point average (GPA) in their freshman year may continue the sophomore year at the students' expense. If they earn a cumulative 3.0 GPA by the end of their sophomore year, these students will be given a second chance to receive HOPE funds for their junior year. A second chance is also available to students who did not qualify for a HOPE scholarship out of high school, but who maintain a 3.0 GPA in their freshman and sophomore years in college.

Florida

Florida increased its post-secondary enrollment from 45 percent in 1992 to 50 percent in 1994. One reason is the state's low tuition, according to Annie Rosier, analyst in the Office of the Governor. For the past two years, Florida has ranked 49th out of 50 states for tuition charges. Rosier explains that state policy caps undergraduate tuition increases to no more than 25 percent of the prior year's cost.

This year the Florida legislature adopted a program similar to Georgia's HOPE scholarship. Called the Florida Bright Futures Scholarship Act, the program awards the state's top students with financial support for their higher education experience. Students enrolled in a college-preparatory curriculum and having a 3.0 GPA are eligible for 75 percent remission of tuition and fees at any Florida public or private college or university. Students with a 3.5 GPA could receive a scholarship for full tuition and fees plus a book allowance of $600. Like the HOPE program, Bright Futures is paid for with funds from the state lottery. The program is expected to fund about 43,000 scholarships at a cost of about $75 million.

Mississippi

"We understand that education is the key to the economic success of the state," said Dr. William McHenry, assistant commissioner of academic affairs, Mississippi's Institutions of Higher Learning. "And economic development begins with education enhancement at all levels." Mississippi's concern with its economic future may be a key factor in the state's increase in post-secondary enrollment from 61 percent in 1992 to 65 percent in 1996. State officials

linked this improvement to several key tuition-assistance programs.

McHenry pointed to the William Winter Teacher Scholar Loan Program as the beginning of a concerted effort in the state to increase enrollment for those planning to become teachers. The Winter loan program began in 1989 and was amended in 1991 and 1993. Initially, it targeted only future math and science teachers, but eventually expanded to include all teachers. The program currently provides up to $1,000 per academic year to freshmen and sophomores enrolled in an undergraduate teacher education program, and up to $3,000 per year to juniors and seniors seeking a second undergraduate baccalaureate degree or a Class A teaching certificate. Students must attend an accredited public or private institution of higher learning located in Mississippi. Entering freshmen must have earned a cumulative high school GPA of 3.0 and an ACT score of 21 or higher, while sophomores, juniors, and seniors must have a cumulative college GPA of 2.5 or higher on a 4.0 scale.

Other tuition-assistance programs provide more general financial support to enter Mississippi colleges and universities. For example, the Mississippi Resident Tuition Assistance Grant Program, passed in 1996, offers grants up to $500 per year for freshmen and sophomores, and up to $1,000 for juniors and seniors. Students can attend either community colleges or four-year institutions if they maintain at least a 2.5 GPA. The Mississippi Eminent Scholars Grant Program, also passed in 1996, provides up to a $2,500 grant to high-achieving students who are first-time freshmen attending state-approved and -accredited public and nonprofit two-year and four-year colleges and universities. The HELP scholarship program helps students from families earning less than $30,000 per year.

Lessons Learned

- State and federal financial assistance helps more and more students enroll in post-secondary education.
- The good economy and rising numbers of college-aged youth are thought to contribute to the growth in post-secondary school enrollment.
- Not all of the students enrolling in college are graduating. Other data show that post secondary enrollment rates are greater than post-secondary completion rates.

For more information...

Visit the Goals Panel's website at www.negp.gov/issues/issu/monthly/jul27-98.htm.

Georgia

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Florida

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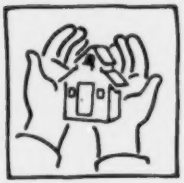

GOAL 7: SAFE SCHOOLS

By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children.
- Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons.
- Every local educational agency will develop a sequential, comprehensive kindergarten-through-12th-grade drug- and alcohol-prevention education program.
- Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education.
- Community-based teams should be organized to provide students and teachers with needed support.
- Every school should work to eliminate sexual harassment.

Indicator

- Carrying a weapon: What states reduced the percentage of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once in the last 30 days (based on data from 1993, 1995, and 1997)?

The spectacle of students as young as 12 years old shooting and killing other students at school in the 1997–98 school year horrified the nation and has made the subject of school safety (Goal 7) a top concern of parents, policymakers, and the public. Goals Panel data vindicate that concern. Only one indicator showed improvement for more than one state; most states show no change on most indicators. The 1998 Goal Report reflects fourteen states with increased student marijuana use; sixteen states with increased availability of drugs at school; and 37 states in which the percentage of teachers reporting that disruptions in their classrooms interfere with their teaching have increased. Ironically, the only state indicator for which more than one state shows improvement was carrying a weapon at school. North Carolina, South Carolina, Wisconsin, and American Samoa all enjoyed between a 4 and 5 percentage point reduction on this indicator.

Carrying a Weapon

Have states' reduced the percentages of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days?

↑	Better	4	states
↔	No Change	20	states
↓	Worse	0	states

Improvement over time

Between 1993 and 1997, 4 states (out of 24) significantly reduced the percentages of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days:

1. North Carolina*
2. South Carolina
3. Wisconsin
4. American Samoa

** Data for New Hampshire and North Carolina were collected in 1993 and 1995.*

Most-improved states

States that made the greatest gains in reducing the percentages of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days:

	(1993)	*(1997)*	*Change**
North Carolina**	14%	9%	-5
American Samoa	14%	9%	-5
South Carolina	14%	10%	-4
Wisconsin	9%	5%	-4

** Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

*** Data for North Carolina and New Hampshire were collected in 1993 and 1995.*

Highest-performing states*

States with the lowest percentages of public high school students reporting that they carried a weapon such as a gun, knife, or club on school property at least once during the past 30 days:

	(1997)
Wisconsin	5%
Guam	6%
Hawaii	6%
Connecticut	7%
Louisiana	7%

No comparable national data available.

** Top 5 states*

The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 7: SAFE SCHOOLS

Goals Panel data show little overall progress toward Goal 7, the school safety goal. State data are not available for many of the Panel's state indicators. The only Panel indicator for states that showed improvement for more than one state was "carrying a weapon on school property."

North Carolina

North Carolina is one of three states and a territory that reduced the percentage of public high school students who reported that they carried a weapon on school property in the last 30 days. Between 1993 and 1995, the proportion decreased by 5 percentage points, from 14 to 9 percent. "There is no one solution" for reducing the number of students carrying weapons to school, said Joanne McDaniel, research director for the Center for the Prevention of School Violence at North Carolina State University.

According to McDaniel, a combination of proactive state actions, strong local leadership, and the active role played by the Center paved the way for weapons reduction in the schools. The Center was established in 1993 by executive order of the governor to serve as a primary point of contact for information, programs, and research about preventing school violence. Initially affiliated with the governor's Crime Commission, the Center reflects a partnership between law enforcement and education, and its purpose is to study and advocate for comprehensive solutions to school violence. Center staff maintain a library, respond to requests for information, operate a toll-free information line (800-299-6054), and manage a website (www.ncsu.edu/cpsv/) accessible to other states.

The state and the Center offer a variety of activities, including projects for character education; safe school planning; alternative education programs for at-risk youth; and the training of teachers, principals, law enforcement officers, and court officials. One project involves school resource officers (SROs), defined as "certified law enforcement officer[s]...permanently assigned to provide coverage to a school or a set of schools." SROs are trained to function as law enforcement officers, law-related counselors, and law-related education teachers. In 1996, the North Carolina General Assembly funded an initiative that placed 338 SROs into high schools in the state. Research has shown a correlation between the reduction in the number of firearms reported on school property and increasing numbers of SROs assigned to schools.

McDaniel highlighted the valiant efforts of local school leaders who adopted zero-tolerance policies, strictly adhered to at the school level. The combination of strict laws strictly enforced by administrators inhibits students prone to bringing firearms to school, she added. Other causes, according to McDaniel, may be legislation at both the federal and state levels that has increased the penalties for bringing firearms on school property; intensified efforts at the school building level by school administrators; and an attitude of zero tolerance that now permeates schools.

Wisconsin

Mike Thompson, director of Student Services, Prevention, and Wellness with the Wisconsin Department of Public Instruction (DPI), attributes the state's status as one of the highest-performing states on this indicator to a "balance between get-tough policies and programs that help develop caring, productive citizens."

A state law passed in 1995 requires mandatory expulsion for any student who carries a weapon on school grounds. A 1998 law authorizes random searches of student lockers, without prior notice or permission. School districts statewide have adopted their own zero-tolerance policies for behaviors

such as possession of a firearm on school grounds. Thompson notes that "these higher expectations are supported by many prevention and intervention strategies." The state funds grants to prevent alcohol, tobacco, and other drug use and abuse from the federal Safe- and Drug-Free Schools and Communities Program and from local sources. These grants have "assisted schools in developing multiple strategies to assist children in avoiding risky behaviors," notes Thompson.

"In addition to prevention efforts, we are increasingly focusing on what we want children to become, not solely on what we don't want them to do," said Thompson. The Wisconsin Citizenship Initiative promotes a core set of community values—courage, honesty, respect, individual responsibility, and civic responsibility.

Wisconsin also sponsors an officer-training program that has led to a stronger police presence in schools and, in turn, safer campuses. With "joint funding from DPI, the Department of Justice trained officers to serve as mentors in order to create a pipeline for police-school partnership efforts," explained Thompson. The partnership led to an increase of officers assigned to schools and an increase in the number of police-school liaison officers.

Among other initiatives, an Act Against Violence coalition in Wisconsin sponsored a project that developed and distributed 20,000 "Family Tool Kits" to elementary school children and their families statewide. The kits give families practical activities to increase family cohesion. In 1997, 100 communities locally sponsored "Safe Night Wisconsin," an event that highlighted conflict-resolution skills. The event was held again in 1998 and expanded to "Safe Night USA" to be broadcast on PBS in 1999.

Lessons Learned

- Successful schools and states combine zero tolerance for students caught with weapons at school with ongoing prevention efforts.
- Comprehensive prevention efforts can include increased law enforcement presence in schools, a range of positive activities, and student interaction with caring adults.
- States can set policies and support community efforts to achieve school safety on the basis of local needs assessments and community priorities.

For more information...

Visit the Goals Panel's website at: www.negp.gov/issues/issu/monthly/aug28-98.htm.

North Carolina

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Wisconsin

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GOAL 8: PARENTAL PARTICIPATION

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives

- Every state will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.
- Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school.
- Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

Indicator

- Parental involvement in schools: What states increased parental involvement in the schools as measured by a reduction in the percentage of public school principals reporting that lack of parental involvement in their school was a serious problem (based on data from 1991 and 1994)?

Parents are a child's first teachers, and parents' involvement can make an enormous difference in a child's education. One Goals Panel indicator of progress toward Goal 8, parental participation, is the extent to which public school principals report that a lack of parental involvement is a problem for their schools. Between 1991 and 1994, principals in most states (46) reported no significant change in parental participation. Only the states of Colorado, Indiana, and California experienced significant improvements, each of between 8 and 10 percentage points.

GOAL 8: Parental Participation

Parental Involvement in Schools—Principals' Perspective

Have states' reduced the percentages of public school principals reporting that lack of parental involvement in their schools is a serious problem?

↑	Better	3	states
↔	No Change	46	states
↓	Worse	2	states

Improvement over time

Between 1991 and 1994, 3 states (out of 51) significantly reduced the percentages of public school principals reporting that lack of parental involvement in their schools is a serious problem:

1. California 2. Colorado 3. Indiana

Highest-performing states*

States with the lowest percentage of public school principals reporting that lack of parental involvement in their schools is a serious problem:

	(1994)
North Dakota	3%
Maine	5%
Massachusetts	5%
Minnesota	6%
Nebraska	6%
Vermont	6%

Indicators are not the same at the national and state levels.

* *Top 6 states*

Most-improved states

States that made the greatest reductions in the percentages of public school principals reporting that lack of parental involvement in their schools is a serious problem:

	(1991)	*(1994)*	*Change**
Indiana	19%	9%	-10
California	20%	11%	-8
Colorado	17%	8%	-8

* *Differences between the first two columns may differ slightly from the figures reported in the "change" column due to rounding.*

[1] *The term "state" is used to refer to the 50 states, the District of Columbia, and the territories.*

See appendix of the 1998 Goals Report for definitions, sources, and technical notes.

GOAL 8: PARENTAL PARTICIPATION

Colorado, Indiana, and California are the only three states that made significant improvements in reducing the percentage of public school principals who report that a lack of parental involvement in their school was a serious problem.

Colorado

The percentage of public school principals reporting minimal parental involvement dropped significantly in Colorado from 17 percent in 1991 to 8 percent in 1994. Pamela Durr of Colorado reports that the school reform movement of the early 1990s precipitated heavy parental participation in education. Colorado required an accountability committee in each school district to approve, among other things, school improvement plans. Parents played a strong role on these committees. The initial involvement of parents at this level served as a stepping stone to a broader range of parent-school partnership activities, Durr said.

Policies that promote school-family partnerships in Colorado are encouraged at the state and school district levels, said Durr. She reports that requirements for parent involvement in some state and federal programs also helped to increase parental participation rates. "Title 1 requires a lot of parental involvement," said Durr. "So, all Title 1 schools have shown intense parental involvement in the last five years."

Parent participation has been encouraged by the "huge commitment of school-to-career money, and all the programs mandate business, community, and parent involvement," Durr said. Another catalyst was the state's Goals 2000 Program. Durr points to two publications from Colorado's Department of Education that "help parents ask the right kinds of questions": *Recipe for Success: A Colorado Parent's Guide to Improving School Quality and Student Achievement* and *Moving Ahead Together: A School-Improvement Tool Kit for Colorado Communities*, published also in Spanish. Related workshops were developed by the state Department of Education in 1995, with more planned for this school year.

Indiana

Indiana decreased the percentage of public school principals reporting minimal parent involvement from 19 percent in 1991 to just 9 percent in 1994. Larry Grau, the governor's executive assistant for education, attributes the state's success to a series of education reform proposals that mandated parent participation. State efforts to raise student standards culminated in a standards task force that included strong representation of parents, said Grau. Parent organizations at every level were included in discussions over curriculum changes and standard-setting practices.

The National Parent Teacher Association (PTA) indicates that Indiana's mandatory school improvement plans must include efforts to increase parental involvement. Schools must allow parents to examine evaluations or surveys of certain student beliefs or practices.

While the state "set the tone and agenda in a loud and public way" for making parental participation an essential element of school reform, local initiative remains the driving force behind parental involvement, reports Grau. One example is a parent newsletter developed by a nonprofit group initially to cover changes in education financing that occurred during the early 1990s. The newsletter eventually evolved into an informative, statewide publication that, in many ways, "has helped a lot to energize parents," said Grau. It now has become the "lifeblood of the school system," explaining issues to parents in an informative and comprehensive manner.

Grau remarked on how parent involvement, which was not on the radar screen of school decision makers for some time, has become part of the team-building apparatus of public school reform. Technology, according to Grau, has enhanced the ability of parents to become and remain involved in education decision making.

California

A survey of principals found that the percentage of California public schools with minimal parental involvement decreased from 20 percent in 1991 to 11 percent in 1994. Susan Thompson of the California Department of Education (Family and Community Partnerships Office) notes that the department strongly encouraged local districts to involve parents and families as partners of the schools. Head Start and Title 1 programs have also encouraged parent involvement. The state department of education has broadly disseminated material about family-school compacts and how to launch them at the local level. "Although parent involvement strategies in California have been in place since the early 1990s, today's emphasis is on family-school partnerships—the cornerstone of our strategy now," Thompson said.

The effects of these state efforts were magnified at the local level by the PTA of the Foothill Elementary School in Corona, California, which received the 1998 Outstanding Unit Award by the National PTA. The honor was awarded for the association's successful efforts to make Foothill Elementary a year-round school. The PTA created the Home-School Communications Project, which sends home weekly folders containing information for parents; reformatted the PTA monthly newsletter for families that are not in school to inform them of school events; and created a 24-hour PTA information hotline and PTA website that provide immediate access to PTA and school information. Parents were pleased with these services, according to a survey conducted halfway through the year. Ninety-nine percent of the parents attended the annual parent-teacher conference day.

Lessons Learned

- Program requirements to involve parents in decision-making committees for Title 1 or local school improvement councils have effectively increased parent participation.
- States have launched efforts to communicate with parents about school improvement efforts. Local PTAs can make such efforts especially effective.
- Increasing the public's interest in education and awareness of the importance of education reform tends to increase parent interest and involvement among receptive schools.

For more information...

Visit the Goals Panel's website at www.negp.gov/issues/issu/monthly/sep28-98.htm.

Colorado

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PROGRESS ACROSS THE GOALS:

SIMILARITIES OF SUCCESS IN NORTH CAROLINA AND TEXAS

Progress toward the national education goals does not happen one goal at a time, indicator by indicator. States usually work on a combination of activities to improve their entire education system, and they address the central issue of student achievement through a set of interrelated policies. To uncover the stories of states with significant systemwide success across topics, the Goals Panel sought to identify the states that improved significantly on the most NEGP indicators.

North Carolina and Texas stood out. Data in the *1997 Goals Report* showed these two states improved on more measures of progress toward the goals than any other states (see boxes). Data from other sources show a similar pattern. North Carolina and Texas lead all states in the combined gains in math and reading achievement on the National Assessment of Educational Progress (NAEP) between 1990 and 1996. The achievement gains are significant and sustained. They are reflected on both NAEP scores and the states' own assessments. They applied to all students. Large achievement gains are occurring for white, black, and Hispanic students in Texas and North Carolina. How did they do it?

Progress Across the Goals: North Carolina

The 1997 Goals Report *showed that North Carolina made statistically significant improvement during the 1990s on the following 14 measures of progress toward the Goals:*

- Children's Health Index
- Early Prenatal Care
- Preschool Programs for Children With Disabilities
- High School Completion
- Math Achievement in Both Grades 4 *and* 8
- Advanced Placement Exams
- Teacher Support: Mentoring New Teachers
- Mathematics and Science Degrees—For All Students, Females, *and* Minorities
- Voter Registration *and* Voting
- Carrying a Weapon

To understand how Texas and North Carolina improved so much, the Goals Panel commissioned David Grissmer of the Rand Corporation to undertake a special study. He found that factors often considered important did *not* explain the gains. Real per pupil spending, the teacher-pupil ratio, the percentage of teachers with advanced degrees, and the years of teachers' experience in North Carolina and Texas did not explain the gains. Both states are below the national average in real per pupil spending and in the advanced degrees and years of experience their teachers have had. Both are near the national average in pupil-teacher ratio. If spending, class size, and teacher degrees or experiences did not account for achievement gains, what did?

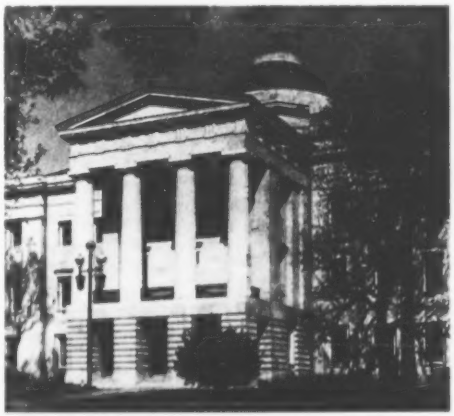
Interviews with education leaders and policymakers in both states uncovered striking and unexpectedly similar stories. A fuller account of what happened is in the complete study, "Exploring the Rapid Achievement Gains in North Carolina and

Texas," by David Grissmer and Ann Flanagan, available from the Goals Panel and on the Panel's website at www.negp.gov.

According to Grissmer, the 1983 report, *A Nation at Risk*, focused the attention of policymakers and the public in both states on the need to improve education. The economies of both states were in recession, and education was seen as an ingredient of economic competitiveness. Better schools were seen as the pipeline to a more literate workforce. The business community became an important participant in education improvement efforts. In Texas and North Carolina, business helped keep education in the public eye and develop the political context that sustained reforms over time. Seven similarities stood out in how the stories unfolded in these states.

■ Leadership From the Business Community

In both North Carolina and Texas, the business community played a critical role in developing and sustaining reform. Business leaders helped form the strategic plan for improvement, forging compromises with the education interests and enabling passage of the necessary legislation. In North Carolina, this began in 1984 with the Commission on Education for Economic Growth and was continued in 1988 with the release of a strategic plan, *Thinking for a Living: a Blueprint for Educational Growth*, issued by the North Carolina Public School Forum. In Texas in the early 1980s reform began with the Perot Commission and was continued later by the Texas Business-Education Coalition (TBEC) and Friends of Texas Education, both funded by the business community. The strategic plans in both states emphasized the need to define clear results and advocated increased flexibility for educators in how prescribed results were to be achieved.



North Carolina State Capitol

These reforms were initially opposed by coalitions of education interests, including representatives of school boards, principals, and teachers. In both states, the business community formed and funded new organizations representing the business, education, and policymaking communities: the North Carolina Public School Forum and TBEC. These coalitions provided a forum to discuss education reform issues and forge compromises among the concerned groups to allow them to cooperate in support of subsequent legislation. Individual business leaders in each state became deeply informed about education issues and became adept at presenting the business perspective in ways that lowered the concerns of educators. Developing these systems in both states was a long and arduous process. In both states, business played a pivotal role in designing and supporting policies that proved effective and were sustained through subsequent electoral cycles.

■ Statewide Standards by Grade for Clear Teaching Objectives

Statewide academic standards were developed and adopted in both states in the late 1980s and early 1990s and were supported consistently thereafter. These standards were set for each grade and in several subjects. Mathematics standards in both states were influenced by the standards of the National Council of Teachers of Mathematics (NCTM). Teachers in all grades were given clear objectives for what students should know. In both states, efforts were made to align textbooks and curricula with the statewide standards.

Progress Across the Goals: Texas

The 1997 Goals Report *showed that Texas made statistically significant improvements during the 1990s on the following 13 measures of progress toward the Goals:*

- Children's Health Index
- Early Prenatal Care
- Preschool Programs for Children With Disabilities
- High School Dropout Rates*
- Math Achievement in Both Grades 4 *and* 8
- Advanced Placement Exams
- Teacher Support: Mentoring New Teachers
- Mathematics and Science Degrees—For All Students, Females, *and* Minorities
- Voting
- Influence of Parent Associations

**NEGP recently learned that Texas reports state dropout data on the basis of a definition that is not comparable with the one used by NEGP and NCES to report other states. Therefore, NEGP did not report data for Texas on this indicator in the* 1998 Goals Report.

Both states emphasize that their academic standards apply to *all* students. Disadvantaged students are held to the same standards as advantaged students.

■ Statewide Assessments Closely Linked to Academic Standards

New statewide assessment tests were developed in both states to reflect the academic standards for each grade. Assessment in both states is done in 3rd through 8th grade in reading and math. Statewide testing to these standards began in Texas in 1993–94 and in North Carolina in 1992–93. The standards and assessments have remained substantially unchanged since that time.

■ Computerized Feedback Systems, Data for Continuous Improvement

Scores on the test are provided to students, parents, teachers, schools, and school districts. Both states have a well-designed computerized system for storing the testing information and provide access to it in various ways for teachers, principals, and school districts. Tests are graded centrally in Texas and in regional locations in North Carolina. Access to school-level results is provided on the Internet in both states. Both states have developed varied formats for reporting test results by sets of questions related to key learning objectives. Teachers in both states have access to summaries and individual tests of students entering their classes each year. In both states test items are made available to the public after each test to counter criticism of bias in test items.

■ Increasing Flexibility for Administrators and Teachers

The strategic plans developed in each state in the late 1980s and early 1990s acknowledged that teachers and administrators could not be held accountable unless they were given authority and flexibility to determine locally how to meet the standards. In both states, unnecessarily restrictive statutes governing schools and teaching were repealed. Constraints placed on district superintendents and principals for how money is spent were reduced. The policy objective was to allow schools to vary locally the approaches they could take to achieve the standards.

■ Accountability Systems With Consequences for Results

Both states rate schools and provide monetary rewards based on their performance on the state tests. Both states reward schools financially for improved performance and have the power to disenfranchise school districts and remove principals based on sustained levels of poor performance. The two state systems take into account both absolute test scores and gain scores. Schools are rated according to a scale ranging from exemplary to poor performing. The gain score is used as the primary ranking mechanism, but schools can be penalized if they do not have a specified proportion of students reaching a minimum proficiency level.

Both state systems show awareness of factors that could provide unfair advantage to certain schools, including the social and economic advantages of the school community. Care is taken in both states to take account of incoming students during the year and to adjust beginning gain scores to the actual students in the schools at the beginning of the year. Both states keep close scrutiny of the students not taking tests. Thus the procedures—although not perfect—are designed to take account of schools with higher student turnover or large numbers of new students with low or high test scores, and to protect against manipulation by teachers or principals.

■ Shifting Resources to Schools With More Disadvantaged Students

Both states gradually shifted resources to schools with more disadvantaged students. This shift was partially the result of judicial decisions requiring the state to fund school districts more equitably. However, the shift may be an essential element of achieving a system perceived to be fair and equitable by teachers and administrators. The acceptance, endurance, and effectiveness of these policies may rest upon the perception that the distribution of resources among schools and school districts is fair and equitable.

Stable Policies and Infrastructure for Continuing Improvement

Interviews indicate that educators in both states initially expressed opposition to these reform policies, but that over time, their opposition diminished. Educators whose experience may initially have suggested that "this too shall pass" have succeeded in improving their students' achievement. The growing acceptance is largely rooted in this success. Strategic planning, business involvement, and consistent support of the reforms over time all contributed to the states' success. Despite changes of governors and legislators in Texas and North Carolina, current incumbents have chosen to keep and build upon the reform agenda that began earlier. Research and evaluation data are used to refine prior efforts. An infrastructure of policy and research organizations, public-private partnerships, and private-sector education services has developed, and this infrastructure contributes to the effectiveness and stability of the improvement efforts. Perhaps the most important part of this infrastructure is the trust that evolved among educators, policymakers, and business. Success has bolstered that trust and made it more likely that in Texas and North Carolina the infrastructure can sustain continuous improvement of education.

Texas State Capitol

RESOURCES: FOR FURTHER READING

The following resource section provides information about recent reports and organizations that may be of help to state policymakers. While it is not a comprehensive bibliography, it indicates how interested officials can secure publications and contact organizations relevant to state education efforts.

Goal 1: Ready to Learn

Early Childhood Care and Education: An Investment That Works. (January 1997). Smith, S.; Fairchild, M.; and Groginsky, S. National Conference of State Legislatures, Book Order Department, 1560 Broadway, Suite 700, Denver, CO 80202; (303)830-2054; www.ncsl.org

Missed Opportunities for Childhood Vaccinations in Office Practices and the Effect on Vaccination Status. (January 1993). Szilag, P.; Rodewald, L.; Humiston, S.; Raubertas, R.; Cove, L.; Doane, C.; Lind, P.; Tobin, M.; Roghmann, K., and Hall, C. PEDIATRICS. American Academy of Pediatrics, 601 13th Street NW, Suite 400N, Washington, DC 20005; (202)347-8600; www.aap.org

Missed Opportunities to Vaccinate Children: A Preventable Crisis for America's Children. (1998). Children NOW, 1212 Broadway, Suite 530, Oakland, CA 94612; (510)763-2444; www.childrennow.org

Special Early Childhood Report 1997. National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, DC 20037; (202)724-0015; www.negp.gov

Starting Points. (August 1994). Carnegie Corporation of New York, 437 Madison Avenue, New York, NY 10022; (212)371-3200; www.carnegie.org

State Opportunities for Improving Childhood Immunizations. National Governors' Association, Hall of the States, 444 North Capitol Street NW, Washington, DC 20001-1512; (202)624-5300; www.nga.org

Vaccines for Children: Reexamination of Program Goals and Implementation Needed to Ensure Vaccination. (PEMD-95-22). (June 1995). United States General Accounting Office, 700 Fourth Street NW, Room 1100, Washington, DC 20548; (202)512-6000; www.gao.gov

Goal 2: School Completion

Educational Attainment in the United States: March 1997. Department of Commerce, Bureau of the Census, 4401 Suitland Road, Room 2705, FOB 3, Suitland, MD 20746; (301)457-3030; www.census.gov/population/www/socdemo/educ-attn.html

National Education Longitudinal Study of 1988 and First Follow-up Study, 1990. U.S. Department of Education, National Center for Education Statistics, 555 New Jersey Avenue NW, Room 600, Washington, DC 20001; (202)219-1828; www.ed.gov

No More Excuses: The Final Report of the Hispanic Dropout Project. U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs, 330 C Street SW, Room 5082, Washington, DC 20202; (202)205-8737; www.ed.gov/offices/obemla

Who Took the GED?: GED 1996 Statistical Report. GED Testing Service at the American Council on Education, One Dupont Circle NW, Washington, DC 20036-1163; (202)939-9490; www.acenet.edu

Goal 3: Student Achievement

Advanced Placement Then and Now. (nos. 176-177, Special Issue). (1995). Wade Curry. The College Board Review, 45 Columbus Avenue, New York, NY 10023-6992; (212)713-8000; www.collegeboard.org

Advanced Placement Yearbook 1997. The College Board, 45 Columbus Avenue, New York, NY 10023-6992; (212)713-8000; www.collegeboard.org

African American Data Book: The Transition From School to College and School to Work (vol. 3). Frederick Patterson Research Institute, 8260 Willow Oaks Corporate Drive, P.O. Box 10444, Fairfax, VA 22031-4511; (703)205-3570; www.patterson-uncf.org

Aspiration, Performance, Reward: The Advanced Placement Program at 40. (nos. 176-177, Special Issue). (1995). Eric Rothschild. The College Board Review, 45 Columbus Avenue, New York, NY 10023-6992; (212)713-8000; www.collegeboard.org

High Standards, American Style. (Spring 1996). American Educator, vol. 20, no. 1. American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC 20001; (202)879-4400.

Goal 4: Teacher Education

Filling a Crack in the Middle: The Need for Staff Development in the Middle Grades. (December 1997). National Staff Development Council, P.O. Box 240, Oxford, OH 45056; (800)727-7288 or (513)523-6029; www.nsdc.org

Instructional Policy and Classroom Performance: The Mathematics Reform in California. (1998). David Cohen and Heather Hill. Consortium for Policy Research in Education, University of Pennsylvania, 3440 Market Street, Suite 560, Philadelphia, PA 19104; (215)573-0700; www.upenn.edu/gse/cpre

Professional Teacher Development and the Reform Agenda. (June 1995). Mary Dilworth and David Imig. ERIC Clearinghouse on Teaching and Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle NW, Suite 610, Washington, DC 20036-1186; (202)293-2450; www.aacte.org

Raising the Standard. (1997). Dennis Doyle and Susan Pimentel. A Standards Work Project of the Coalition for Goals 2000. Corwin Press, Inc. 2455 Teller Road, Thousand Oaks, CA 91320; (805)499-9774; www.sagepub.com

Teaching for High Standards: What Policymakers Need to Know and Be Able to Do. Linda Darling-Hammond and Deborah Ball. National Education Goals Panel, 1255 22nd Street NW, Suite 502, Washington, DC 20037; (202)724-0015; www.negp.gov

What Matters Most: Teaching for America's Future. (September 1996). Report of the National Commission on Teaching and America's Future. Teachers College, Columbia University, Box 117, 525 West 120th Street, New York, NY 10027; (888)492-1241; www.tc.columbia.edu/~teachcom

For Further Information:

* Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001-1431; (202)336-7048; www.ccsso.org

* Interstate School Leaders Licensure Consortium, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001; (202)336-7038.

* National Board for Professional Teaching Standards, 2655 Evergreen Road, Suite 400, Southfield, Michigan 48076; (248)351-4444; www.nbpts.org

* National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, DC 20036-1023; (202)466-7496; www.ncate.org

Goal 5: Mathematics and Science

Curriculum and Evaluation Standards for School Mathematics. (1989). *Assessment Standards for School Mathematics.* (1995). *Professional Standards for Teaching Mathematics.* (1991). National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 20191; (703)620-9840; www.nctm.org

Determining Alignment of Expectations and Assessments in Mathematics and Science Education. (January 1997). Norman Webb. National Institute for Science Education, University of Wisconsin-Madison, 1025 W. Johnson Street, Madison, WI 53706; (608)263-2950; www.niseinfo@macc.wisc.edu

Equity 2000. The College Board, 1717 Massachusetts Avenue NW, Washington, DC 20036; (202)822-5900; www.collegeboard.org/equity/html/indx001.html

Improving Mathematics in Middle School: Lessons From TIMSS and Related Research. (1998). National Center for Education Statistics, 555 New Jersey Avenue NW, Room 600, Washington, DC 20001. (202)219-1333; www.ed.gov/inits.html#2

Making Standards Matter: An Annual Fifty-State Report on Efforts to Raise Academic Standards. (July 1997). American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC 20001; (202)879-4400. www.aft.org

A Splintered Vision: An Investigation of U.S. Science and Mathematics Education. (1997). Schmidt, W.; McKnight, C.; Raizen, S. National Center for Education Statistics, 555 New Jersey Avenue NW, Room 600, Washington, DC 20001; (202)219-1828; 1-800-edpubs; www.ed.gov/NCES/timss

State Indicators of Science and Mathematics Education. (1997). Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, DC 20001-1431; (202)408-5505; www.ccsso.org

Goal 6: Adult Literacy

AACC Annual 1997–1998: A State-by-State Analysis of Community College Trends and Statistics. (1998). American Association of Community Colleges, One Dupont Circle NW, Suite 410, Washington, DC 20036-1176; (202)728-0200; www.aacc.nche.edu

The Employer's Role in Linking School and Work. (June 1998). Committee for Economic Development, 2000 L Street NW, Washington, DC 20036; (202)296-5860; www.ced.org

The Freshmen Are Coming, the Freshmen Are Coming. (October 1996). Barbara McKenna. AFT On Campus. American Federation of Teachers, 555 New Jersey Avenue NW, Washington, DC 20001; (202)879-4400; www.aft.org

Prosperity: The Coming Twenty-Year Boom and What It Means to You. (1998). Bob Davis and David Wessel. Random House, New York, New York.

For Further Information:

* American Council of Education, One Dupont Circle NW, Washington, DC 20046; (292)939-9300; www.acenet.edu

* Southern Regional Education Board, 592 Tenth Street NW, Atlanta, GA 30318-5790; (404)875-9211; www.peach.net/SREB

Goal 7: Safe Schools

Safe Schools, Safe Students: A Guide to Violence Prevention Strategies. Drug Strategies, 2445 M Street NW, Suite 480, Washington, DC 20037; (202)663-6090; www.drugstrategies.com

Turning Around Low-Performing Schools. U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202; (800)USA-LEARN; www.ed.gov

For Further Information:

* Bureau of At-Risk Children, 135 Dupont Street, Plainview, NY 11803-0760; (800)99-YOUTH.

* Center for the Study and Prevention of Violence, University of Colorado at Boulder, Campus Box 442, Boulder, CO 80309-0442; (303)492-1032; www.colorado.edu/cspv

* Centers for Disease Control and Prevention, Division of Violence Prevention, 4770 Buford Highway NW, MS/K60, Atlanta, GA 30341; (770)488-4362; www.cdc.gov/ncipc/dvp/dvp

* Safe and Drug Free Schools Program. U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202; (800)USA-LEARN; www.ed.gov/offices/OESE/SDFS

Goal 8: Parental Participation

Family Involvement in Education: A National Portrait. U.S. Department of Education, 600 Independence Ave, SW, Washington, DC 20202; (800)USA-LEARN; www.ed.gov

National Standards for Parent/ Family Involvement Programs. (May 1998). National Congress of Parents and Teachers (PTA), 330 N. Wabash Avenue, Suite 2100, Chicago, IL 60611-3690; (312)670-6782; www.pta.org

A New Generation of Evidence: The Family Is Critical to Student Achievement. (1994). Anne T. Henderson and Nancy Berla. Center for Law and Education, 1875 Connecticut Avenue NW, Suite 510, Washington, DC 20009; (202)986-3000.

Questions Parents Ask About Schools. (1998). U.S. Department of Education, 600 Independence Avenue SW, Washington, DC 20202; (800)USA-LEARN; www.ed.gov

For Further Information:

* Family Education Network, Statler Building, Suite 1215, 20 Park Plaza, Boston, MA 02116; (617)542-6500; www.familyeducation.com

* National Association of Partners in Education, 901 North Pitt Street, Suite 320, Alexandria, VA 22314; (703)836-4880; www.partnerineducation.org

* National Black Child Development Institute, 1463 Rhode Island Avenue NW, Washington, DC 20005; (202)387-1281; www.nbcdi.org

* National Head Start Association, 1651 Prince Street, Alexandria, VA 22314; (703)739-0875; www.nhsa.org

* Parents as Teachers National Center, Inc., 1001 76 Corporate Square Drive, Suite 230, St. Louis, MO 63132; (314)432-4330; www.patnc.org

Progress Across the Goals

Exploring Rapid Achievement Gains in North Carolina and Texas. (November 1998). David Grissmer and Ann Flanagan. National Education Goals Panel, 1255 22nd St., N.W., Suite 502, Washington, D.C. 20037: (202) 724-0015: www.negp.gov

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The National Education Goals

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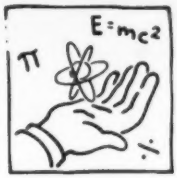
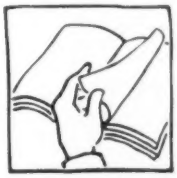


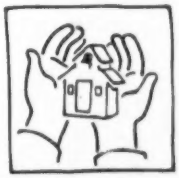
MATHEMATICS AND SCIENCE

SCHOOL COMPLETION



ADULT LITERACY AND LIFELONG LEARNING

STUDENT ACHIEVEMENT AND CITIZENSHIP



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